

**SHREWSBURY PUBLIC SCHOOLS**  
**SCHOOL IMPROVEMENT PLAN**  
**OAK MIDDLE SCHOOL**  
**SPRING 2006**

**DISTRICT MISSION STATEMENT**

*The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21<sup>st</sup> century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.*

**SCHOOL MISSION STATEMENT**

*The OMS is dedicated to the academic success of each student in a healthy and safe environment that is responsive to the unique intellectual, physical, social and emotional needs of the early adolescent. Our success as a school is defined by the success of each student in meeting the essential learning standards established for each subject. We will continuously work together to use and develop instructional strategies that prove effective in helping each student achieve the essential learning standards.*

*The following beliefs drive achievement of our mission:*

- We will develop students' competence in the essential intellectual and personal skills necessary to become responsible citizens who are active and successful in the world beyond the classroom.
- We will create a standards based learning environment that is intellectually challenging and provides a sense of security that supports the personal growth of our students, as they become increasingly independent learners.
- We will vary our instructional practices to match individual student's instructional needs and learning styles, in order to guide students to understand how they learn best, so they may gradually assume increasing responsibility for their own learning.
- We will provide varied exploratory experiences, essential in developing students' interests, talents and competencies as defined by the essential standards.
- We will engage students, families, and the community as partners in creating a standards-based school environment and model respectful interactions that reinforce our expectations of students.

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**Part I          SIGNATURE PAGE**

<b>Name</b>	<b>Signature</b>
Steve Lobban	
Charles Fournier	
Janette Chaparian	
Deborah DelDotto	
Diane Doerfler	
Sandra Fryc	
Cynthia Genco	
Denis Leary	
Christine Reilly	
Barbara Sahagian	
Kate Cleary	
Barbara DePalo	
Peg Holdash	
Barbara Swidler	
Maureen Travers	
Steve Winters	

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Anthony J. Bent, Ed. D., Superintendent of Schools

Date

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**Part II      DEMOGRAPHICS**

**Enrollment and Class-size Information**

Total Number of Students		
Total Number of Classrooms		
Grade/Description	Number of sections	Average Class Size
Half Day Kindergarten		
Full Day Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7	20	25
Grade 8	18	25
Foreign Language	34	26
Allied Arts	30	22
Health	13	22
Physical Education	36	26
All Classes 9-12		
Core Classes 9-12		
Electives 9-12		
Grade 9		
Grade 10		
Grade 11		
Grade 12		

Data are based on the October 1, 2005 student demographic report, which are submitted to the Massachusetts Department of Education.

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**Student Information**

	Percentage	
	2005-06	2004-05
White	766 83%	81.8%
Black or African American	20 2%	2%
Asian	87 9%	11%
White & Black or African American	2 .2%	
White & Asian	8 1%	
White ( <i>Hispanic/Latino</i> )	39 4%	5%
Black or African American ( <i>Hispanic/Latino</i> )	4 .5%	
American Indian or Alaska Native ( <i>Hispanic/Latino</i> )	1 .1%	.2%
White & Black or African American ( <i>Hispanic/Latino</i> )	1 .1%	
White & Black or African American & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander ( <i>Hispanic/Latino</i> )	1 .1%	
Title I	0	0%
Special Education	139 (15%)	14%
Free and Reduced Lunch	83 (9%)	7%
Limited English Proficient	13 (2%)	2%

**Faculty and Staff Information**

	Number	FTE
Administrators	3	3
Classroom Teachers	38	38
Instructional Specialists	30	29
Instructional Support	1	1
Instructional Aides	23	21
Secretaries	3	3

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**Part III**

**SCHOOL HIGHLIGHTS**

## **Spring 2006**

Thank you for this opportunity to highlight this school year through presentation of our School Improvement Plan. The 2005-06 school year began with the same enthusiasm and commitment that was generated during the previous school year.

The focus for this year's Plan was on establishing standards based learning environments in each of our classrooms. With the logistical challenges of the previous school year largely behind us, our effort and energies as a school community have been focused on defining essential learning outcomes in all areas, making those outcomes an explicit instructional focus for each teacher and, in so doing, improve all students' academic achievement. Our primary instructional improvement target is to have our Special Education students achieve 2006 Adequate Yearly Progress in the areas of English Language Arts and Math. The teachers, Curriculum Coordinators, Science Liaisons Coordinator of Special Education and Directors have been fully engaged in this work yearlong.

This significant undertaking, although dominating our landscape, was complimented by our ongoing efforts to address essential Professional Development, Respectful Community and Space improvements.

We will start our presentation with highlights of the current school year and expand to the goals established for continued improvement in the year ahead. We will conclude with a brief presentation of a connected Oak/Sherwood student mentoring initiative that serves as a reminder of the potential of the connected 5-8 middle level learning experience.

## **2005-2006**

### **1. Curriculum Assessment and Instruction**

#### *Significant accomplishments:*

- Individual Student Success Plans developed to address academic deficiencies identified by ELA and Math MCAS scores as well as subject area grades.
- Essential learning standards established for all subjects except grade 8 Math.
- Developed a database of MCAS results, course grades and evidence of achievement in attaining the targeted improvement initiatives over time for all students.

### **2. Professional Development**

#### *Significant accomplishments:*

- "Powerschool" grading, scheduling and communication system completed
- Developed a Standards Based Steering Committee comprised of teachers, Curriculum Coordinators, OMS Administration, and a Department Director to guide and facilitate standards based instructional practices in all courses of study
- Implemented the tenets prescribed by Professional Learning Communities Practices in the development of:
  - A revised OMS Mission Statement (see cover) that emphasizes a commitment to each student's standard based academic success in a learning environment matched to the developmental needs of early adolescents
  - Developed a "Continuum of Student Success" resource that defines all available resources available to each teacher to apply to individual student's academic needs

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### **3. Respectful Community**

*Significant accomplishments:*

- Transition from Lead Teachers to a Leadership Team concept. Four teachers joined with the Oak Leadership Team at bi-monthly meetings to monitor and maintain a positive learning environment.
- Teams have adopted a team based, regularly scheduled “community meeting format” including students as partners to address issues related to respectful, responsible functioning of each team.
- Monthly parent forums hosted by the OMS Administration, counselors, and school psychologist engaged in lively conversations with small groups of parents ranging from “communicating with your child”, to bullying, dress code and Grade 9 course selection.
- The resourcefulness of our website was significantly increased with new parent information provided by our nurses, parent friendly resources provided by our counselors and posting of detailed information about co-curricular activities.

### **4. School Space**

*Significant accomplishments:*

- A Wall of Fame comprised of eleven oak trimmed display cases line the school’s Main Entrance Hallway with artifacts that define the school’s culture (e.g. Mission Statement, Annual Student Leader Plaque) and communicate current student/staff accomplishments (e.g. District Musicians, Annual Musical).
- Rededication of the school on Saturday, September 24, 2005 in the OMS Auditorium.

**2006-07**

### **1. Curriculum, Assessment and Instruction**

Continued development of standards based instructional practices in all classrooms next year is essential in the year ahead. It is imperative that each teacher and student have a clear understanding of what is most important to learn, how it will be assessed, strategies to help students learn over time, what they did not learn on their first try. Through this work the skillful practices of each teacher will be honed to help each student learn what is most essential. The individual and collaborative efforts of classroom and special education teachers will be the staple for success in classrooms of 26-28 students in a school of over 900 students with one aide administered Academic Support Program providing assistance to approximately 50 students one period three times per week.

The goals in this section represent continued development of the aforementioned work, reporting progress to parents, establishing measurable improvement targets, developing individual student success and exploring how best to integrate subjects across disciplines to increase all students’ achievement.

### **2. Professional Development**

The professional development improvement goals for next year fall into three general categories: report card development, increasing team collaboration in the examination of student work, and moving forward in meeting the needs of our growing English Language Learner population.

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### **3. Respectful Community**

The focus for the work in this area is on engaging students in a more systematic way to assess and address school climate issues that are an impediment to individual student learning. Specific team and school-based strategies have been delineated out of the belief they hold potential to more effectively empower OMS students to shape a climate that is responsive to their developmental needs and at the same time are learning focused.

### **4. School Space**

Yes, entering year five of construction, space issues still remain! Some of the work referenced remains within the scope of the original project (doors, locker fronts); other work is a welcome extension of the original work (auditorium, stage, landscape) and yet other work has been generated by the unlimited ingenuity of the OMS staff (educational garden). It is hopeful that at the close of the current year virtually all of the original work planned will have been completed.